



# Copthill School

## TEACHER GENERIC JOB ROLE

Qualified Teacher / Unqualified Teacher / Higher Level TA

### 1. Professional Conditions

1. Participate in training and other learning activities and performance development as required.
2. Be aware of and comply with all policies and procedures.
3. Be aware of and comply with the Staff Code of Conduct.
4. Be aware of and comply with all safeguarding policies relating to child protection, health and safety, security, confidentiality and data protection. reporting all concerns to the appropriate person.
5. Contribute to the overall ethos /work/aims of the team and school.
6. Attend and participate in relevant meetings as required
7. Undertake any additional task or duty relating to the curriculum, organisation or pastoral function of the school as the Headteacher may reasonably from time to time require.

**The following job roles also apply to unqualified teachers and Higher Level Teaching Assistants working under guidance and supervision.**

### 2. TEACHING

- planning and preparing courses and lessons, having regard to the curriculum of the school;
- teaching, according to their educational needs, the pupils assigned to him/her including the setting and marking of work to be carried out by the pupils both in school and elsewhere;
- assessing, recording and reporting on the development, progress and attainment of pupils.
- class teachers are expected to keep their class areas bright and attractive with displays of work and other aids to encourage learning. Teachers without their own rooms are expected to assist in this where appropriate. Classroom management, displays and administration will need to be completed before term.

### 3. EXTRA CURRICULAR ACTIVITIES

- to participate as required (including in planning and organising) in extra-curricular activities which are part of the school's programme.
- to attend specific events organised by the school as part of a teachers professional duty of care towards the pupils as reasonably directed by the Headteacher
- to attend specific events organised by the parents as part of a teachers professional duty towards the promotion of the school and its relations with parents, as reasonably directed by the Headteacher

### 4. ASSESSMENTS AND REPORTS

- providing or contributing to oral or written assessments and reports relating to individual pupils or groups of pupils.
- attending parents consultation evenings, as reasonably directed by the Headteacher.

**5. EDUCATIONAL METHODS**

- advising and co-operating with the Headteacher and other teachers as required on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements.

**6. DISCIPLINE, HEALTH AND SAFETY**

- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- encourage respect in the pupils for school and other people's property.
- promote good discipline and address discipline issues with reference to the school rules.

**7. COVER**

- supervising and as far as practicable, teaching any pupils whose teacher is not available to teach them.

**8. NATIONAL TESTS AND EXAMINATIONS**

- participating in arrangements for preparing pupils for public tests and/or examinations . - participating in arrangements for pupils presentation for and supervision during such tests/examinations;
- marking of any coursework and test/examination papers as required by the Headteacher.

**9. SUPERVISION OF PUPILS**

- registering the attendance of pupils
- attending assemblies
- supervising pupils on the school premises before, during and after school sessions, including during the mid-day break.

**10. MANAGEMENT**

- contributing as required and as appropriate to the selection for appointment and professional development of other classroom staff, including the induction and assessment of new and probationary staff;
- co-ordinating or managing as appropriate the work of teaching support staff.

**11. ADMINISTRATION**

- participating in administrative and organisational tasks related to the range of this job role, and the allocation of equipment and materials, ensuring the economic use of the school's resources.

**12. MARKETING & COMMUNICATION**

- to undertake any additional task or duty relating to the marketing and promotion of the school through events, publicity, email and website / blog / social media content and photos.

The following teacher / tutor roles may also apply if detailed in the **Specific Job Description**

**13. FORM TEACHER / TUTOR DUTIES**

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her; providing guidance and advice to pupils on educational and social

matters;

- making relevant records and reports, including on the educational, personal and social needs of pupils;
- communicating and consulting with the parents of pupils;
- communicating and co-operating with persons or bodies outside the school;
- participating in during or after school meetings at the school which relate to the curriculum for the school or the administration or organisation of the school including pastoral arrangements.

#### **14. CURRICULUM COORDINATOR ROLE**

1. To liaise with and advise Staff and Parents on all aspects of the curriculum subject.
2. To monitor and lead the implementation of the curriculum subject including the monitoring of Personal and Departmental training needs.
3. To manage the curriculum subject and budget through the planning of an annual Subject Development Plan.
4. To ensure the subject resources and facilities are fully utilised and cared for within School.

The following Teacher's Standards apply to the job roles assigned above.

### **TEACHERS' STANDARDS**

These standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

In order to meet the standards, a teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**

#### **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### **A teacher must:**

##### **1 Set high expectations which inspire, motivate and challenge pupils**

- A establish a safe and stimulating environment for pupils, rooted in mutual respect
- B set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- C demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **2 Promote good progress and outcomes by pupils**

- A be accountable for pupils' attainment, progress and outcomes
- B be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- C guide pupils to reflect on the progress they have made and their emerging needs
- D demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- E encourage pupils to take a responsible and conscientious attitude to their own work and study.

- 3 Demonstrate good subject and curriculum knowledge**
- A have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - B demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - C demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - D if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - E if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4 Plan and teach well structured lessons**
- A impart knowledge and develop understanding through effective use of lesson time
  - B promote a love of learning and children's intellectual curiosity
  - C set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - D reflect systematically on the effectiveness of lessons and approaches to teaching
  - E contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
- A know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - B have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - C demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - D have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6 Make accurate and productive use of assessment**
- A know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - B make use of formative and summative assessment to secure pupils' progress
  - C use relevant data to monitor progress, set targets, and plan subsequent lessons
  - D give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
- A have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - B have high expectations of behaviour, and establish a framework for rewards consistently and fairly
  - C manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
  - D maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities**
- A make a positive contribution to the wider life and ethos of the school

- B develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - C deploy support staff effectively
  - D take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
  - E communicate effectively with parents with regard to pupils' achievements and well-being.
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*The standards are presented as separate headings, numbered from 1 to 8, each of which is accompanied by a number of labelled sub-headings. These sub-headings are an integral part of the standards and designed to amplify the scope of each heading. They should not be interpreted as separate standards in their own right, but should be used by those assessing teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a teacher is already demonstrating excellent practice relevant to that standard.*